

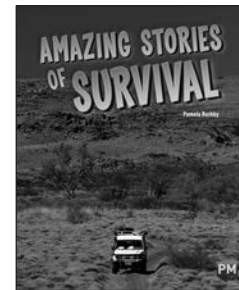
Amazing Stories of Survival

PM Level 28

Ruby

Text Type Recount (Informative)

Running Words 2261



Preparing for Guided Reading

Prior knowledge

- Have students discuss movies or books they have seen or read in which people survive against the odds, in difficult situations. Ask students why they think these types of stories are so compelling.

Orientation to the text

- In this book, students learn about a number of well-known rescues from extremely hazardous situations. They are also encouraged to think about what they could do if they found themselves in a similar situation.

Building the Balanced Reader

Grammatical conventions

- Discuss why Aboriginal names for places are now often included when the European names of places are mentioned, e.g. Lake Disappointment: *Kumpupirintily*.
- Talk about the strong language on pp. 2–3, and why it needs to be so strong when advising us about surviving in dangerous situations, e.g. *It is vital to be prepared; The most important thing is not to panic*.

Vocabulary

Key vocabulary

convoy, desert, determined, drivers, earthquake, enthusiasts, groundwater, helicopter, mine, multisensory, perilous, predicament, rescue, rockfall, seismograph, teleloader

Spelling

- Have students offer thoughts about the use of hyphens in the adjectival expression *four-wheel-drive*, and how its meaning could be lost or confused if any of these hyphens were removed.

Visual literacy

- Have students look at the diagram on p. 19, and use it to determine how far underground the miners were trapped. Does this diagram give clues about how difficult it would have been to save the miners?

Focusing on the book – guided reading

- Have students read p. 3 and discuss why the four questions in red text are good guidance for surviving all sorts of dangerous situations.
- Have students name all the mistakes that Kim made in his attempt to drive the Canning Stock Route. What do they think he did right?
- Ask students if they think they would have thought as clearly as Jake Denham did when he got lost on Mount Bachelor. What was the first mistake Jake made that got him into so much trouble?
- Ask students why Brant Webb and Todd Russell were lucky that they were involved in a mine collapse in the year 2006, rather than 1879. What technologies helped them to survive and escape?
- Have students share thoughts about what it would have been like for Brant and Todd to be trapped in such a small cage with another person. What sort of thoughts would have gone through the men's minds before they knew that rescue teams had located them?
- After reading p. 30, discuss the positive attitudes that the people in this book had in common.

Comprehension

- What characteristic did all the survivors in this book share? (*Literal*)
- During the Beaconsfield rescue, what was the greatest risk to the trapped miners? (*Inferential*)
- Why do some people seek challenging adventures? (*Applied Knowledge*)

Follow-up activities

- Have students look back at the photo on pp. 26–27 and imagine what it would have been like to be trapped in this space. Have them write an hour-by-hour account of what they imagine a day in the lives of the trapped miners would have been like.
- Using the information in the book, direct students to make a checklist that people could use before setting off for an adventure in the wilderness.

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Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up